

Westcott Church of England School



Birch Class

Spring 1 2023

Curriculum Newsletter

Westcott School: Termly Skills and Knowledge

2022-2023	Year Groups: 3 & 4	Term: Spring 2023	Topic: Frozen Kingdoms
	02 February 2023 - Candlemas Service at 08.50am in St Mary's Church		
	Key Skills & Knowledge - Year 3	Key Skills & Knowledge - Year 4	
As Speakers we will...	<ul style="list-style-type: none"> • speak clearly and share our ideas and opinions. • listen to others' ideas and opinions showing respect for them. • ask questions and give sensible answers 	<ul style="list-style-type: none"> • speak clearly and share our ideas and opinions confidently. • listen carefully to others' ideas and opinions showing respect for them. • ask challenging questions and give well thought out answers 	
As Readers we will...	<p><i>Read together Shackleton's Journey and Winters Child</i></p> <ul style="list-style-type: none"> • know when phonic strategies will help us to read a word. • use root words, prefixes, and suffixes in reading. • understand that a sequence of events in a narrative is called the plot. • ask questions to ensure understanding of a text. • know that the organisation and layout of a book helps us to understand it. • know how to find keywords or information in a text. • use a dictionary to check or find the meaning of new words. 	<p><i>Read together Shackleton's Journey and Winters Child</i></p> <ul style="list-style-type: none"> • use prefixes and suffixes to help us understand the meaning of unfamiliar words. • know that the main idea of a text can be summarised in a sentence. • know that the plot develops in different ways according to the plot pattern. • know that the organisation and layout of books vary according to the purpose of the book. • I understand that writers open stories in different ways. • use dictionaries to check or find the meaning of unfamiliar words. 	
As Writers we will...	<ul style="list-style-type: none"> • use the following punctuation correctly: A. ?!, "" • form nouns using a range of prefixes [for example super-, anti-, auto. • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • using passive verbs to affect the presentation of information in a sentence. • using the perfect form of verbs to mark relationships of time and cause. • using expanded noun phrases to convey complicated information concisely. • using modal verbs or adverbs to indicate degrees of possibility. • using a colon to introduce a list. • punctuating bullet points consistently. 	<ul style="list-style-type: none"> • use the following punctuation correctly: A. ?!, "" • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun. • Using commas to clarify meaning or avoid ambiguity in writing. • using hyphens to avoid ambiguity. • using brackets, dashes, or commas to indicate parenthesis. • using semi-colons, colons, or dashes to mark boundaries between independent clauses. 	

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<p>As Mathematicians, we will...</p> <p><i>(Discrete)</i></p>	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p><u>Fractions</u></p> <ul style="list-style-type: none"> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Recognise and show, using diagrams, equivalent fractions with small denominators <p><u>Shape</u></p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p><u>Money</u></p> <ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Recognise and use factor pairs and commutativity in mental calculations Recall multiplication and division facts for multiplication tables up to 12×12 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 Recall multiplication and division facts for multiplication tables up to 12×12 Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers <p><u>Fractions</u></p> <ul style="list-style-type: none"> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, families of common equivalent fractions Add and subtract fractions with the same denominator <p><u>Shape</u></p> <ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry <p><u>Money</u></p> <ul style="list-style-type: none"> solve simple measure and money problems involving fractions and decimals to 2 decimal places

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As Scientists, we will...	<ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other. • Observe how magnets attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 	<ul style="list-style-type: none"> • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. • compare and group materials together, according to whether they are solids, liquids, or gases § observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) § identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
As Historians, we will...	<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally such as: Ernest Shackleton and Roald Amundsen travelling to Antarctica. • Compare past events to present events 	<ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • significant historical events, people, and places in their own locality. Such as: Ernest Shackleton and Roald Amundsen travelling to Antarctica.
As Geographers, we will... <i>(Discrete)</i>	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> • use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied
As Computer users, we will...	<ul style="list-style-type: none"> • select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> • select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

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As Artists & Designers, we will...	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects, and designers in history. 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects, and designers in history.
As Designers, we will...	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world
As Musicians, we will..	<ul style="list-style-type: none"> Lunar New Year play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Lunar New Year play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory

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In Religious Education, we will...	<ul style="list-style-type: none"> Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story). Describe the lives of the most important religious figures and their place within the belief system Suggest meaning for the various kinds of writing found within sacred texts. Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Begin to describe the stories and teachings studied might make a difference to the way the pupils think and behave 	<ul style="list-style-type: none"> Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave
In PSHE (Personal, social, health & economic), we will...	<p><i>The value of rules and laws; rights, freedoms and responsibilities</i></p> <ul style="list-style-type: none"> understand why we have rules and laws in society understand human rights recognise the relationship between rights and responsibilities understand not everything is real or true online understand how to be respectful online evaluate if a game or website is age appropriate 	<p><i>The value of rules and laws; rights, freedoms and responsibilities</i></p> <ul style="list-style-type: none"> understand why we have rules and laws in society understand human rights recognise the relationship between rights and responsibilities understand not everything is real or true online understand how to be respectful online evaluate if a game or website is age appropriate

The School Day:

- ***The school gates open at 8.35am and closes at 8.45am*** - If you are late once the gate is closed, you will need to buzz the gate to alert a member of staff and give a reason for the lateness.
- If your child is absent, please call the school office on 01296 651360 or email the office by 9.15am – please state detailed reason for absence and duration if known.
- Lunch is at 12.00pm-1.00pm
- The end of the school day is at 3.15pm, please come into the playground at the front of school for collection so that this is safer for dismissal and allows for communication between staff and parents if required.

Daily Uniform Expectations

- Red jumper/cardigan with or without the school logo on it.
- Grey trousers/shorts/skirt/pinafore dress.
- Red & white checked gingham summer dresses.
- White shirt/blouse or polo shirt.
- White, grey, or black socks or tights.
- Black school shoes.
- Jewellery should not be worn at school- stud earrings can be worn but must be removed on PE days.
- One single watch can be worn.
- Hair to be tied back (ponytail/bunches if long enough) – this is due to Health & Safety requirements.
- No nail varnish/make-up to be worn.

Reading Records:

Reading records must be in school every day. These will be written in and checked at least once a week when your child is read with by an adult. Year 3 and 4 require a parent/guardian signature each week.

Homework and Spellings:

Mathletics homework will be set every Friday. Other homework activities may be set on Google Classroom on a Friday and will be due in the following Wednesday. Spellings will also be set on Google Classroom and will be tested at the end of each term.

PE Uniform Expectations:

- Red T-shirt with or without school logo.
- Black or red shorts.
- Black trainers.
- Dark coloured tracksuit for colder months.
- White, grey, or black socks.
- Single studded earrings must be removed/covered.

What your child must bring to school daily:

- Named water bottle containing tap water.
- Piece of fruit for snack time
- Named coat/waterproof jacket (weather dependent)
- Named lunch box (if not having school lunches)
- Come to school wearing PE kit on allocated PE days – currently Fridays
- Swimming kit on Tuesdays (Drawstring bag, swimming costume, towel, swimming cap & goggles)